The Bilingual Mind  
Ling/Psy540  Spring/2018

**Time & Location:** T OR Th (and online), ILC 117

**Instructor Information:**

<table>
<thead>
<tr>
<th>Professor</th>
<th>Office</th>
<th>Office Phone</th>
<th>Email</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. J.L. Nicol</td>
<td>Comm314</td>
<td>626-8184</td>
<td><a href="mailto:uabilingualmind540@gmail.com">uabilingualmind540@gmail.com</a></td>
<td>tba</td>
</tr>
</tbody>
</table>

**Course Description:** This course surveys bilingualism from a variety of perspectives: linguistic, cognitive, and social. We will address questions such as: Do bilingual speakers "turn off" one language while they speak the other? Are the two languages of a bilingual completely separate or mixed together in the bilingual mind (and brain)? Are bilinguals better than monolinguals at switching from one task to another? Do they have better "working" memories? Do bilinguals have different "identities" associated with their two languages? Does acquiring two languages affect children's academic performance? What is the best way for an adult to learn a second language?

**Learning Outcomes:**

By the end of this course, you should be able to demonstrate (via written assignments and exams):

--an understanding of the basic issues in the study of the bilingual mind
--an understanding of the dominant theories of language representation and language processing
--an understanding of the cognitive and neurological similarities and differences between bilinguals and monolinguals
--an understanding of the connection between theories of bilingualism and the research that supports/refutes such theories
--familiarity with the research methods used in the study of bilingualism
--familiarity with how language proficiency is assessed (both in laboratory studies and in real world classrooms)

**Required Readings:**

- Selected articles and chapters (under **Content**).

**Course Format:** This is a hybrid course. We will meet in person either Tuesdays or Thursdays every week.

**Course Requirements and Grading:** Grades will be based on the following:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (5 points each x 14 weeks)</td>
<td>70</td>
</tr>
<tr>
<td>Quizzes (1 point each x 14 weeks)</td>
<td>14</td>
</tr>
<tr>
<td>Participation</td>
<td>06</td>
</tr>
<tr>
<td>Research Project</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>130</strong></td>
</tr>
</tbody>
</table>
Please note that any information within this course syllabus may be subject to change, as deemed appropriate by the instructor.

-Arragnements: There will be weekly assignments. Each assignment will be worth 5 points. Some of these assignments will require that you post something to a D2L Discussion, but most will ask you to post something to the D2L Dropbox. The point of these assignments is to encourage intellectual engagement with the material. PLEASE spell-check and proofread your written work. Please turn in your assignments on time so that I can refer to them during the week after they are due.

-Quizzes: There will be 14 quizzes, one every week, available on Friday of each week. These are worth 1 point each. These quizzes are to let me know if there are any misunderstandings about the readings and lectures. Questions will ask focused questions about the content of the readings and lectures.

-Research Project: You will design and conduct a small experiment on a topic related to the course, and then write up a short report. There will be 3 stages (and deadlines) associated with this activity: (1) You will find 5 abstracts of studies that will potentially inspire your research project. Turn these in and I will give you feedback about their appropriateness (with respect to feasibility and course relevance); (2) you will write a short proposal and submit it to the discussion forum for feedback; (3) you will post a progress report; (4) you will turn in the final report; (5) you will present your work to the class.

Grades. Grades will be based on points obtained during the course.

A-90%-100%, B-80%-89%, C-70%-79%, D-50%-69%, E-0%-49%

Course Policies

Failure of Academic Integrity. You must use your own words in your written work, and you must not collaborate on written work or quiz questions unless otherwise instructed. See the UA Code of Academic Integrity: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Note: if you had difficulty seeing the page that the link above was linked to, try right-clicking on it, and then selecting "Open link in new tab". Then if you go to that tab, you should be able to see the page.

Other policies:

"Absences". There may be circumstances which prevent you from completing an assignment or quiz. Please email me ahead of time about these if possible, or as soon as you can after you have missed a deadline. Holidays and special events that are observed by organized religions will be honored for students who affiliate with that particular religion, however, you MUST notify me in advance of such holidays. In addition, absences that are pre-approved by the UA Dean of Students will be honored, but you must notify me ahead of time.

For general information on Student Conduct: http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct

Special Needs and Accommodations: Students who need special accommodation or services should contact the Disability Resources Center, 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520) 621-9423, email: uadrc@email.arizona.edu, http://drc.arizona.edu/. You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The need for accommodations must be documented by the appropriate office." (from http://www.gened.arizona.edu/content/course-syllabus-guidelines)

Confidentiality of Student Records: See https://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa
Schedule of Topics (Subject to change)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>MUST DO</th>
<th>BY 11:30 pm ON</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to course, D2L, and each other</td>
<td></td>
<td>Introduce yourself!</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | What is bilingualism and why are people bilingual? | Grosjean (2010) Introduction and Ch. 1 | 1. Assignment 2  
2. Quiz 2  
3. Abstracts |                |
| 3    | Kinds of bilingualism                         | Grosjean Ch. 2                    | 1. Assignment 3  
2. Quiz 3 |                |
| 4    | The functions of languages                    | Grosjean Ch. 3, Marian & Neisser  | 1. Assignment 4  
2. Quiz 4 |                |
| 5    | Language Production, Language Mode            | Grosjean Ch. 4                    | 1. Assignment 5  
2. Quiz 5  
3. Research Proposal |                |
| 6    | Language Production, Language Mode            | Grosjean Ch. 5 (and paper by Colomé) | 1. Assignment 6  
2. Quiz 6  
3. Research Proposal |                |
| 7    | Cross-Language Interference                   | Grosjean Ch. 5                    | 1. Assignment 7  
2. Quiz 7 |                |
| 8    | Language Comprehension                        | Grosjean Ch. 6                    | 1. Assignment 8  
2. Quiz 8 |                |
| 9    | Foreign Accent                                | Grosjean Ch. 7                    | 1. Assignment 9  
2. Quiz 9 |                |
| 10   | Cognitive Effects of Bilingualism             | Bialystok, 2011                   | 1. Assignment 10  
2. Quiz 10  
3. Research Progress Report |                |
| 11   | Bilingualism & Biculturalism, Bilingualism & Identity | Grosjean, Ch. 10, 11 | 1. Assignment 11  
2. Quiz 11 |                |
| 12   | Language and Thought                          | Boroditsky, 2010                  | 1. Assignment 12  
2. Quiz 12 |                |
| 13   | Acquiring 2 languages, Learning a second language | Grosjean Ch. 15                  | 1. Assignment 13  
2. Quiz 13 |                |
| 14   | The Bilingual Brain                           | Grosjean & Li (2013) excerpt      | 1. Assignment 14  
2. Quiz 14 |                |
| 15   | Research Presentations                        |                                   | Research Reports |                |